The results of the study are discussed in this section. The impact of stimulation in the home environment and school environment on temperament and learning ability are discussed in the same order of the presentation of results.
PART I

Section 1 :- Deals with the influence of home environment and school environment in general with the temperament and learning ability of preschool children.

5.1 Correlation of home environment with temperament

Table 4.1 shows that there is a significant correlation between home environment and temperament (‘r’ =0.892, P<0.01). The results indicate that the home environment will influence the preschool children with regard to temperament.

The child's behaviour can be influenced by the kind of home and other surroundings in which he grows up (Veiner, 1972). Children who are more exposed to objects and who are spending more time with the parents with verbal and psychological interactions are getting chances to explore and compete in various situations. For children who are confined to a non stimulating home environment, the chances for obtaining challenging and stimulating experiences are limited.

If children have affectionate attending and rewarding parents, they will be emotionally stable, secure and confident showing easy temperamental traits.

Thus the home environment in which the child has got a significant influence in moulding a child's temperamental characteristics.
5.2 Correlation of home environment on learning ability

From table 4.2, it is clear that, there is a correlation between home environment and learning ability of preschool children. (‘r’ = 0.912, P<0.01). The results indicate that the home environment will influence the preschool children with regard to learning ability.

Ebbeck and Ebbeck (1974) say that, if we are encouraging learning by discovering, then the atmosphere should be one which promotes the seeking of new knowledge and the exploring of new and interesting situations. It should be an environment full of opportunities for experiences which lead to good learning.

Since learning in children requires a lot of reinforcement from parents through interaction with them, children who are obtaining the opportunity to interact verbally and psychologically show better in learning. Children who are reared at home, who presumably have more exposure to objects and medias and who got rewards for good deed are getting more chances to learn.

A stimulating linguistic environment with variety of materials offers good language models through exploring and manipulating them. Variety of satisfactory facilities greatly assist in developing a challenging learning situation. Children who are not exposed to different materials are not getting a chance to open up their ideas and thinking. Thus there is a correlation exist between home environment and learning ability.
5.3 **Correlation of school environment on temperament**

Table 4.3 shows that there is a correlation between school environment and temperament of preschool children ($r = 0.74, P<0.01$).

According to Hetherington (1979), the variations within the school setting have an important impact on children's emotional and social adjustment as well as on their academic progress.

Preschool with more time, space and freedom of activities through variety of resources and teaching methods offer the child an opportunity to learn socially acceptable forms of behaviour. A healthy teacher-pupil interactions with rewards and appreciations inspire the child to have easy temperamental traits and a well-planned curriculum in the preschool which offers importance for both individual and group activities give chances for the child to behave in varying situations in an acceptable way. Those children are accustomed to show a more adaptable behaviour which adds the quality of their temperamental traits.

In the present study, children from stimulating school environment are found to be more active, sociable and emotionally stable. They are found to be active in various situations, less frequently change their emotions and form friendships easily and co-operate and converse socially with others. This may be due to the fact that these children are exposed to various stimulations, providing chances to express their ideas and feelings which helps them to cultivate positive emotions which offers easy temperamental traits.
5.4 Correlation of school environment on learning ability

Table 4.4 shows that there is a correlation between school environment and learning ability of preschool children (r = 0.73 P<0.01). The results indicate that the school environment will influence the preschool children with regard to learning ability.

Children from schools who are provided with different types of toys and educational materials with well planned curriculum having variety of teaching aids and healthy teacher-pupil interaction are found to have higher scores in learning ability. Thus the result goes in line with the studies of Newson (1968) and Leeper et al (1984). A non stimulating school environment with less facilities to explore and manipulate things with unhealthy teacher-pupil interaction inhibits the children's motivation to learn. Since readiness to perform skills related to reading and writing requires variety of stimulation, those preschoolers who are occupied in schools which uses appropriate teaching aid for teaching are much benefitted than others.

Children who are coming from school atmosphere where appropriate teaching aid are used to introduce alphabets are found to have scored higher in tests related with alphabets and words. Healthy teacher-pupil interaction with rewards and encouragement are found to have a positive influence on learning ability.

Since preschool children spent most of their day in the school, the
peers, the teachers and the resources and the materials they are exposed with have got a significant influence on their learning ability.

Section II: This section deals with the correlation of the aspects of home environment with temperament and learning ability.

5.5. Correlation of exposure to objects and media on activity, emotionality and sociability

Table 4.5 shows a correlation between exposure to objects and media on activity, emotionality and sociability of preschool children. The results indicate that exposure to objects and media will influence the activity, emotionality and sociability of preschool children.

Children who are exposed to variety of toys and educational materials and who are getting chances to watch children's programmes and exhibitions are found more active, emotionally stable and more sociable. They prefer activities which keep them lively and active and found engaged in activities, rather than simply sitting. This may be due to the fact that when they are exposed to various objects and medias, the chances to explore things are more, which makes them sportive. If the chances for exposure are limited, they will loss their vigour and spirit and get boredom making them inactive. These children are found to have preferred active outdoor play.

These children who are having more exposure are found to have
changed their emotions less frequently and have produced less intense emotions. Through different exposure, children learn to control their emotions and to show only moderate emotions. It is seen that these children never react (cries or complains) strongly to a disappointment or failure. If children are not getting enough exposure, frustration will set in which leads to intense emotions.

In the present study, children who are exposed to an enriching environment are found to have more sociability. These children are found to have used to new situations easily and make more friends. Children who are not exposed to objects and medias are found less sociable. This may be due to the fact that, the parents when they are busy with their own work, the child is pushed to isolation with lack of exposure and is likely to hamper the chances of the child to be sociable.

Thus the results obtained goes in line with the studies of Wentzeb, Feldman and Weinberger (1991) which states that the children who are exposed with different materials show easy temperamental traits.

5. 6. Correlation of exposure to objects and media on learning ability.

The table 4.6 shows that there is a correlation between exposure to objects and media and learning ability (‘r’ = 0.562, P<0.01)

Thus the results obtained are in support of the views of Ebbeck and Ebbeck (1974) which say that, if we are encouraging learning by discovering, then the atmosphere should be one which promotes the
seeking of new knowledge and the exploring of new and interesting situations.

Children who are exposed with reading and writing materials are found to have scored higher in learning ability tests. In the home, when the children are provided with colouring materials, they are getting chances to colour pictures as their own without any restrictions. This helps in the development of finer motor skills which make them attaining the readiness for writing skills. Since children are constantly leaning something, the constant interaction with and manipulation of different toys facilitate their learning abilities. The child’s background of experiences are getting extended by examining objects or by participating in children’s exhibitions and programmes, in turn will create a pleasure in them which adds their learning ability.

5.7 Correlation of verbal interaction with activity, emotionality and sociability:

It can be observed from table 4.7 that there is a correlation between verbal interaction among parents and children and activity, emotionality and sociability. The results indicate that verbal interaction among parents and children will influence the preschool children with regard to activity, emotionality and sociability of preschool children.

In the present study, children of those parents who are answering their child’s questions verbally and who converse with the child during
various activities are found to have scored higher in activity and sociability. They are also seen produced less intense emotions. These children are found active, when they explore new places and runs ahead while walking with the parents. They in seldom laugh hard or cries intensely, and are found making more friends.

The child's first teachers are his parents. Through constantly interacting with the parents, they become active and learn to stabilize their emotions. Since parents are answering their questions verbally, they develop a tendency to ask more and more questions which help them to create a better social outlook which in turn makes them more sociable.

5.8 **Correlation of verbal interaction with learning ability**

It can be inferred from Table 4.8 that verbal interaction among parents and children will influence the preschool children with regard to learning ability ($r = 0.692, P<0.01$)

Children who are having more verbal interaction with the parents by talking stories and discussing things and objects around them are found to have scored higher in learning ability tests. Those children are found better in identifying the letters and words and in matching them.

When parents verbally interact with the child, they get the opportunity to talk about various things which caters to the basic learning skills of the child. Through verbal interaction, children are getting more freedom to express their view and ideas so that the parents can correct the child.
whenever necessary, whereas a child who is not having enough verbal interaction with the parents are not getting chances to open up their ideas and views which will hamper their ability to learn. Thus the result obtained goes in line with the views of Norman-Jackson (1982) which states that more frequent verbal interactions at home have been related to positive school outcome, specifically in language development and reading achievement.

5.9 Correlation of psychological interaction with activity, emotionality and sociability

It can be observed from Table 4.9 that there is a correlation between psychological interaction and activity, emotionality and sociability of preschool children. Thus the results indicated that psychological interaction will influence the preschool children with regard to activity, emotionality and sociability.

In the present study, children who have given, psychological needs through rewards, and attention and who have given chances to express their deeds are found more active, emotionally stable and more sociable. These children are found to have enjoyed games that involve running or jumping and never become upset over minor falls. They are found to have no difficulty in getting used to the new situations. The results indicate that children who are deprived of psychological interaction are found less active, emotionally unstable and less sociable.
If children are not satisfied with their psychological needs, they will develop less vitality, less curiosity and become less explorative which makes him less active. Children who are not getting enough attention and security become frustrated leading to irritation which brings down the quality of general emotionality. Children can be sociable, only if they are active and sportive. Thus children who are deprived of psychological needs are found less sociable.

5.10 Correlation of psychological interaction with learning ability.

The table 4.10 shows that there is a correlation between psychological interaction among parents and children and learning ability (‘r’ = 0.722, P<0.01). The results indicate that psychological interaction among parents and children will influence the preschool children with regard to learning ability.

Children who are getting chances to express their experiences and are given rewards are found to have higher scores in the tests for learning ability. If a child’s basic psychological needs are met through interaction with the parents, he is able to develop the vigour and spirit of learning and thus he became mentally fit to acquire the skills of learning.

A child who has got an insecure feeling develops frustration and restlessness. Thus he is not able to concentrate or to develop the skills for academic performance. The results obtained support the view of Carew (1980) which say that high level of maternal verbal and psychological
stimulation are associated with relatively advance cognitive and language skills.

5.11 Correlation of time spent (quantitative) with parents and children on activity, emotionality and sociability

It can be observed from table 4.11 that there is a correlation between time spent (quantitative) with parents and children on activity, emotionality and sociability. The results indicate that time spent (quantitative) with parents and children influence the preschool children with regard to activity, emotionality and sociability.

It is seen from the responses that the parents spend time with the child when he takes food and while watching TV programmes. The children of those parents prefer activities rather than simply sitting and never cries intensely when hurt. It is seen that they are more sociable by approaching children of his own age that he doesn't know.

When the parents spend more time with the child, they become more confident and feel secure which makes them emotionally stable. Their vigour and spirit will be increased which makes them lively and active. By spending more time with the parents, children are getting chances to interact constantly which makes them sociable.
5.12 Correlation of time spent (quantitative) with parents and children on learning ability

It can be inferred from table 5.12 that the time spent (quantitative) with parents and children will influence the preschool children with regard to learning ability (‘r’ = 0.784, P< 0.01)

The children who spent more time with the parents are found to have scored higher in learning ability tests. When the parents spent time with their children, they feel more secure and confident in their activities and able to concentrate, since somebody is supervising them. The feeling of parental presence and availability make them interested in their work which help them to improve their learning skills. Thus the results of the present study is in line with the findings of Bee(1978) which states that parents have children with high IQ levels if they were involved with their child, spend time with the child.

5.13 Correlation of time spent (qualitative) on activity, emotionality and sociability

It can be observed from table 4.13 that there is a correlation between time spent (qualitative) together with parents and children on activity, emotionality and sociability. The results indicate that the time spent (qualitative) together with parents and children will influence the preschool children with regard to activity, emotionality and sociability.
The children of those parents who spent time with the child encouraging his good behaviours, participating in child’s indoor games are found more active, emotionally stable and more sociable. These children are found active while watching TV or listening to music. They never avoid new guests or visitors and do not get angry with their playmates. When the parents spent time with the child appreciating their deeds and by participating in child’s activities, the child is able to develop more vitality, since somebody is there to give him a companionship. The participation of the parents in their activities makes them feel secure which helps in improving their general emotionality. Since children are getting constant interaction and attention, they learn desirable social behaviours which make them more sociable.

5.14 Correlation of time spent (qualitative) on learning ability

The table 4.14 shows that there is a correlation between time spent (qualitative) among parents and children on learning ability. (‘r’ = 0.523, P < 0.01). The results indicate that the time spent (qualitative) among parents and children will influence the preschool children with regard to learning ability.

The parents who spent more time with the child singing rhymes for him and helping him in his studies are found to have scored higher in the tests for learning ability. They have scored higher in discriminating objects and in matching letters and words.
Parents are the child's first teachers. When they utilize their time with the children giving views in doing various activities and by encouraging and appreciating their abilities, the child is able to develop an interest in learning and thus he is able to bring out his full potentials in an appropriate way which facilitates in learning ability.

Section III: This section deals with the correlation of each aspect of school environment with the factors of temperament and learning ability.

5.15 Correlation of availability of equipment with activity, emotionality and sociability

It can be inferred from table 4.15 that the availability of equipment in the school environment will influence the preschool children with regard to activity, emotionality and sociability.

Children who are exposed to video games and variety of indoor play equipment are found more active, emotionally stable and more sociable. Through exposure from variety of equipment, children are getting enough opportunities to explore the things around them which will enhance their motor co-ordination which in turn makes them active. This exposure offers an outlet for the child to express his emotions. Thus he become stable in his emotions. The environment in the school with variety of equipment provides an opportunity for socialization, through indoor games with peers the child learns to be sociable.

Thus the result obtained is in line with the findings of Hetherington
(1979) which say that many of the attitude and behaviours that are slowly emerging during the early school years are directly shaped by the content and themes of the text books and materials provided to the children.

5.16 Correlation of availability of equipment with learning ability

The table 4.16 shows that there is a correlation between availability of equipment and learning ability (‘r’ = 0.292 P<0.01). The results indicate that the availability of equipment in the school environment will influence the preschool children with regard to learning ability.

Children who are provided with picture books and colouring materials and who are exposed to video games are found to have scored higher in colouring pictures and in building structures having symmetry and design using blocks.

Exposure with variety of equipment helps children learn, practise and develop new skills all the time. It teaches them to use their hands and co-ordinate them with their eyes. Thus the results obtained goes in line with the studies of Devadas and Jaya (1991) which states that equipment and materials which are challenging and stimulating foster new interests through opportunities to explore, investigate and experiment which help to develop intellectually.
5.17 Correlation of time allotment for individual activities with activity, emotionality and sociability

It can be inferred from table 4.17 that time allotment for individual activities will influence the preschool children with regard to activity, emotionality and sociability.

In the present study, children are given chances to draw pictures based on their individual interest and for colouring and to engage in solitary play. These children are found active, emotionally stable and more sociable. Through performing individual activities, they themselves become active. They become determined and motivated, when engaged in individual activities, which make them active. The child develop a sense of trust and accomplishment which make them to show positive and stable emotions. By accomplishing tasks through individual activities children develop a confidence with themselves which help them to build up the quality of sociability.

Thus the children who are engaged in individual activities are found playing actively with toys and he never get easily excited by praise and he settle arguments with the playmates within a few minutes.

5.18 Correlation of time allotment for individual activities on learning ability

The Table 4.18 shows that there is a correlation between time allotment for individual activities and learning ability. The results indicate
that the fine allotment for individual activities will influence the preschool children with regard to learning ability.

Children who are getting chances to draw pictures based on their individual interest and for colouring pictures are found to have coloured perfectly and have scored higher in copying geometric forms. Since children are getting individual attention through individual activities, they can build up a confidence in accomplishing their tasks and thereby they can develop an independent thinking. Through performing individual activities, the children can investigate and experiment and can learn to think independently. Thus they can improve their skills for learning. As far as preschool children are concerned, individual attention is needed for achievement in learning. Thus time allotment for individual activities has got an influence on learning ability.

5. 19. Correlation of time allotment for group activities on activity, emotionality and sociability

The table 4.19 reveal that the time allotment for group activities will influence the preschool children with regard to activity, (‘r’ =0.342, P<0.01) and sociability (‘r’ =0.592, P<0.01) whereas emotionality (‘r’ = -0.0.92, P>0.01) of the preschool children is not seen influenced.

Children who are getting chances to have story discussion in groups and to indulge in group play are found more active and sociable. But they are found producing more intense emotions, reacting strongly to
disappointment and failure and laugh hard while watching television cartoons.

Group participation provide the child with ample opportunities to interact with the peers which make them active and sociable. The child is not able to achieve the sense of accomplishment through group activities which he get through performing individual activities. Thus the feeling of accomplishment which is promoted by the appreciation of the teacher which helps in cultivating positive emotions are not achieved when he engage in individual activities. More than that, the child may not get the feeling of security and acceptance through group activities. Thus the child develops a tendency to produce intense emotions and to change his emotions frequently.

5.20 Correlation of time allotment for group activities on learning ability

The table 4.20 shows that there is no correlation between time allotment for group activities and learning ability ('r' = -0.96, P<0.01). Thus the results indicate that the time allotment for group activities will not influence the preschool children with regard to learning ability.

Children who are getting chances to engage in group activities are found to have scored lower in identifying alphabets and words and in colouring pictures. Since the foundation of learning skills are laid during the preschool period, the children need individual attention and individual
activities to develop learning skills. They need acceptance and approval for learning which they are not able to get through group activities. Thus the children are found to have scored lower in learning ability tests.

5.21. Correlation of teacher-pupil interaction on activity, emotionality and sociability

It is clear from table 4.21 that there is a correlation between teacher-pupil interaction and activity, emotionality and sociability. The results indicate that teacher-pupil interaction will influence the preschool children with regard to activity (‘r’= 0.22, P<0.01) emotionality (‘r’=0.311, P<0.01) and sociability (‘r’=0.275, P<0.01)

Children who are getting rewards, encouragement, attention and appreciation for good deeds through the interaction with teachers are found more active, emotionally stable and sociable. This may be due to the fact that children will feel loved, secure and safe become active. If they have a supportive encouragement, they tend to become lively and energetic which make them active. Since the children feel positive about themselves by being loved, they become more confident and feel secure, which makes them emotionally stable. The happiness that the child received through healthy teacher-pupil interaction make him extend to others also so that he become more sociable. The results obtained support the view of Ayers and Gray (1998) which states that the kinds of interaction between teachers and pupils will to a great extent affect the child’s behaviours.
5.22. Correlation of teacher - pupil interaction on learning ability

It is clear from table 4.22 that there is a correlation between teacher - pupil interaction and learning ability (‘r’ = 0.27, p<0.01). The results indicate that teacher - pupil interaction will influence the preschool children with regard to learning ability.

Thus the results obtained support the views of Hawkes and Pease (1969) which states that teacher - pupil interaction facilitates learning.

Children who are getting encouragement and rewards for their performances and who are getting attention and care are found to have scored higher in alphabets and word tests and in matching letters. This may be due to the fact that for learning anything, the first and foremost requirement is a nurturing, supportive environment in which children feel loved, secure and safe. Children learn best when they feel reasonably confident and when their efforts are appreciated by their teacher.

5.23 Correlation of teaching methods with activity, emotionality and sociability

The table 4.23 shows that teaching methods will influence the preschool children with regard to activity, emotionality and sociability.

Children who are taught stories and alphabets by way of appropriate teaching aid and who are exposed to record player to facilitate learning are found moving actively they they explore new places and never get angry
with the playmates and are found making friends easily.

When the teacher narrate stores using appropriate teaching aid, the children become lively and energetic. The attractive teaching aids make the child active giving him pleasure in listening to them. By providing the opportunity to learn through teaching aids the teacher can help the children to develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions. When the children learn through appropriate teaching aids, they are able to interact with the teacher and the peers which makes them more sociable.

5.24 Correlation of teaching methods with learning ability

The table 4.24 shows that there is a correlation between teaching methods and learning ability (‘r’ = 0.314, P<0.01). Thus the results indicate that the teaching methods will influence the preschool children with regard to learning ability.

Children who are taught using appropriate teaching aids are found to have scored higher in identifying alphabets and words. They are also found to have scored better in drawing and colouring. This may be due to the fact that variety of teaching aids provide a challenging and stimulating opportunity for the children to learn and the facts learned through teaching aids are retained for a significantly longer period of time. (Devadas and Jaya, 1991).
PART II

ANOVA - Districts

The table 4.25 clearly depict that there is significant difference among preschool children in general between Trivandrum, Kozhikode and Thrissur districts.

PART III

5.26. Comparison of the scores obtained for home environment in general among districts,

The results obtained from table 4.26 and figure 4.1 reveal that there is difference between the stimulation offered by the home environment among Thrissur and Trivandrum and Kozhikode and Thrissur districts and no significant difference is seen between Trivandrum and Kozhikode districts. Thrissur district is found to have the highest mean score which shows that higher stimulation is provided.

Being more urbanized, the parents of children in Trivandrum and Kozhikode districts may be working, engaging in one or other job. Hence these districts provide an almost similar type of stimulation to their children. Thus it is found to have no significant difference between these two districts.

On scrutiny of the tabulated scores of the home environment, it is found that Thrissur district is offering more stimulation by spending more time with their children. On analyzing the general information obtained
through the questionnaires, the mothers of the Thrissur district are mostly not working and hence they can offer different type of stimulation in the home environment on the right track. Thus Thrissur district has got the highest score.

5.27. Comparison of the score obtained for school environment in general among districts.

The results from Table 4.27 reveal that there is difference between stimulation offered in the school environment among Trivandrum, Kozhikode and Thrissur districts, and Thrissur district is found to have the highest mean score.

On analysing the tabulated value of the scores, it is seen that Thrissur district has offered more stimulation though utilizing more time to engage children in individual activities.

Being more urbanized, the schools at Trivandrum and Kozhikode districts, teach the students mostly in the capsule form without having much exposure for stimulation through various activities. Being not that much modernized as Trivandrum & Kozhikode the schools at Thrissur district offer opportunities for stimulation through various activities and they get highest mean value for the stimulation in the school environment.
5.28. Comparison of the scores obtained for temperament in general among districts

The results from Table 4.28 and figure 4.2 reveal that there is difference in the temperamental traits of preschool children among three districts and the Thrissur district is found to have the highest mean score.

On examining, table 4.25 and 4.26, it can be found that the Thrissur district has got the highest score in the stimulation given to the home and school environment.

Since the results clearly reveal that there is a correlation between home environment and school environment on temperament. The Thrissur district which is providing higher stimulation in the home and school environment is naturally found to have higher temperamental values.

5.29. Comparison of the scores obtained for learning ability among districts.

The results from table 4.29 and figure 4.2 reveal that there is difference in the learning abilities of preschool children among three districts and the Thrissur district is found to have the highest mean score.

Table 4.26 and 4.27 clearly reveal that the Thrissur district is providing the highest stimulation to their children through home and school environment. Since the stimulation given to the children in the environment is highly correlated to the learning ability we can say that Thrissur district
which has provided higher stimulation through the home and school environment has naturally got children who have got higher learning abilities.

5.30. Pattern of influence of home and school environment on activity

The table 4.30 shows that activity is highly influenced by the variable verbal interactions, followed by time spent quantitatively between parents and children, psychological interaction between the parents and children, time spent qualitatively and finally exposure to objects and media.

Through verbally interacting with the parents, children feel positive and good about themselves. Children always need opportunity to express their views and ideas and this can be achieved through verbal interaction with the parent which make the children happy and lively, which in turn make them active. Thus verbal interaction became the most influenced factor.

Children also need the presence of their parent to develop vigour and vitality which makes them active. This can be achieved through spending time with the parents. Thus the second influencing factor is time spent quantitatively with the parents and children. Then only comes the factors psychological interaction, time spent qualitatively and exposure to objects and media.

In the school environment, activity is found to have influenced highest
by the factor group activities, followed by availability of equipment, individual activities, teaching methods and then teacher-pupil interaction.

When children engage in group activities, they are able to have more contacts with the peers which mostly the children like and is not able to achieve it through other activities. Thus the chances to mingle with the peers make them more active. Thus group activity is found to have the highest correlation with activity.

The second influencing factor is availability of equipment which give chances for the child to explore things, which make them active.

The third and fourth influencing factors are individual activities and teaching methods and the least influenced one is teacher-pupil interaction.

5.3.1. Pattern of influence of home and school environment on emotionality

The table 4.31 shows that emotionality is highly influenced by the factor time spent quantitatively with the parents and children, followed by psychological interaction, verbal interaction, exposure to objects and media and finally time spent qualitatively.

When the parents spent more time with their children, they feel more confident and secure which they need most and thus children produce stable and less intense emotions. Thus the time spent quantitatively is found to have highest influence on activity than any other factors.
The next influencing factor is psychological interaction through which the child attain the feeling of love, affection and security. The next influencing factors come in the order verbal interaction, exposure to objects and media and finally time spent qualitatively.

In the school environment, emotionality is found to have influenced highest by the factor teacher pupil interaction, followed by individual activities, teaching methods and availability of equipment.

When the teacher interact with their children giving them encouragement and supportiveness, the children feel positive about themselves, making them more confident which helps to cultivate positive emotions in them. Children are not able to derive confidence through other aspects of school environment except individual activities which is the second influencing factor. The third and fourth factors are teaching methods and availability of equipment respectively. Emotionality is seen not influenced by the factor group activity.

5.32 Pattern of influence of home and school environment with sociability

The table 4.32 shows that sociability is highly influenced by the factor time spent quantitatively with the parents and children in the home environment followed by psychological interaction, verbal interaction, exposure to objects and media, verbal interaction and time spent qualitatively.
The presence of the parents make the children supportive and thus they become more happy which make them lively and in turn become more sociable. As children need supportiveness for their activities, by the presence of parents, the time spent quantitatively has influenced more on sociability.

Then comes the factor psychological interaction. The third and fourth influences are shown by verbal interaction and exposure to objects and media and finally time spent qualitatively, which has got the least influence.

In the school environment, group activity is found to have the highest influence on sociability followed by individual activities, teaching methods, availability of equipment and teacher-pupil interaction.

Group participation provide the child with ample opportunities to interact with the peers, which they are not able to get through other activities make them active and sociable. The children may not get this much interaction with the peers from no other factors of school environment. From peers, the children learn socially approved behaviours and thus group activities are found to have the highest influence on sociability.

The next influencing factor is individual activities. Through performing individual activities children develop confidence within themselves which help them to build up sociability. Then comes teaching methods and availability of equipment. Teacher - pupil interaction is the least influenced factor.
5.33. Pattern of influence of home and school environment with learning ability

The table 4.33 shows that learning ability is highly influenced by the factor time spent quantitatively with the parents and children in the home environment followed by psychological interaction, verbal interaction, exposure to objects and media and time spent quantitatively.

During the early years, children mostly need the presence of parents than any other for the overall development, and they also prefer their parents to be with them. The feeling of parental presence and availability make them interested in their work which help them to improve their learning skills, which they may not be able to derive that much from the other factors of school environment.

The psychological interaction with the parents make the children secure which helps in learning and this comes as the second influencing factor. From this it can be inferred that they need interaction through love and affection than verbal communication which stands as third influencing factor. Exposure to objects and media and time spent qualitatively are the least influencing factors.

In the school environment, individual activities is seen highly influenced for learning ability followed by teaching methods, availability of equipment, teacher - pupil interaction.
From the result, it can be inferred that children need individual attention and therefore individual activities are needed for developing learning skills. Then comes teaching methods which provide challenging and stimulating opportunity for the children to learn. The next influencing factors are availability of equipment and teacher-pupil interaction. Group activity is seen not influenced on learning ability.

The pattern of influence of the factors of school environment on dependent variables show that, not a single factor alone has influenced higher on activity, emotionality, sociability and learning ability. But in the home environment, all the dependent variables have influenced more by the factor time spent quantitatively together by parents and children, except the variable activity. From this it can be inferred that, the children need the supportive presence of their parents for doing various activities.